

110TH CONGRESS
1ST SESSION

S. 1978

To amend the Elementary and Secondary Education Act of 1965 to award grants to implement a co-teaching model for educating students with disabilities.

IN THE SENATE OF THE UNITED STATES

AUGUST 2, 2007

Mr. REED introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Elementary and Secondary Education Act of 1965 to award grants to implement a co-teaching model for educating students with disabilities.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Co-Teaching Educator
5 Professional Development Act of 2007”.

1 **SEC. 2. CO-TEACHING EDUCATOR PROFESSIONAL DEVEL-**
 2 **OPMENT.**

3 Section 2151 of the Elementary and Secondary Edu-
 4 cation Act of 1965 (20 U.S.C. 6651 et seq.) is amended
 5 by adding at the end the following:

6 “(g) CO-TEACHING EDUCATOR PROFESSIONAL DE-
 7 VELOPMENT.—

8 “(1) PURPOSES.—The purposes of this sub-
 9 section are to ensure that—

10 “(A) students with disabilities are edu-
 11 cated with their peers in the least restrictive en-
 12 vironment;

13 “(B) students with disabilities have access,
 14 with appropriate supports and services, to the
 15 same academic content as other students;

16 “(C) the requirements of section 1119(a)
 17 and section 612(a)(14)(C) of the Individuals
 18 with Disabilities Education Act are met; and

19 “(D) general education teachers, special
 20 education teachers, principals, and administra-
 21 tors who implement a co-teaching model for in-
 22 structing students with disabilities are provided
 23 with the necessary and effective professional de-
 24 velopment and support to enhance their peda-
 25 gogical, collaborative, planning, and inter-

1 personal skills and increase the achievement of
2 such students.

3 “(2) DEFINITIONS.—In this subsection:

4 “(A) ELIGIBLE ENTITY.—The term ‘eligi-
5 ble entity’ means—

6 “(i) one or more local educational
7 agencies; or

8 “(ii) one or more local educational
9 agencies in collaboration with an institu-
10 tion of higher education, a teacher organi-
11 zation, or a State educational agency.

12 “(B) CO-TEACHING.—The term ‘co-teach-
13 ing’ means an instructional delivery option, of-
14 fered either full-time or part-time, based on a
15 collaborative professional relationship between a
16 teacher with expertise in delivering instruction
17 to students with disabilities and a teacher with
18 expertise in a specific core content area or a
19 team of such teachers, such as a grade level
20 team or a middle school team, for the purpose
21 of jointly delivering substantive instruction to a
22 diverse, blended group of students in a single
23 general education classroom and ensuring that
24 students with disabilities receive the special in-
25 struction, supports, and services to which they

are entitled while ensuring that they can access
a rigorous general curriculum in the least re-
strictive environment.

“(3) PROGRAM AUTHORIZED.—

“(A) IN GENERAL.—The Secretary shall
award, on a competitive basis, grants to eligible
entities to enable such entities to provide pro-
fessional development opportunities and high-
quality support for general education teachers
and special education teachers, principals, and
administrators that implement a co-teaching
model. Such professional development opportu-
nities and support shall assist teachers, prin-
cipals, and administrators in—

“(i) clearly defining classroom, teach-
ing, and decision-making roles and respon-
sibilities, shared instructional and edu-
cational goals and expectations, and shared
accountability for student outcomes;

“(ii) utilizing research-based co-teach-
ing strategies and approaches for differen-
tiated instruction, including accommoda-
tions, modifications, and positive behav-
ioral supports to facilitate learning and ad-
dress diverse learning and student needs;

1 “(iii) improving the participation and
2 engagement of all students in classes that
3 use co-teaching while meeting the individ-
4 ualized needs of students with disabilities;

5 “(iv) improving collaboration skills for
6 fostering a constructive professional co-
7 teaching partnership, including develop-
8 ment of effective communication, problem-
9 solving, and conflict resolution skills;

10 “(v) enhancing time, resource, and
11 classroom management skills;

12 “(vi) effectively scheduling and lesson
13 planning for co-teaching instruction, in-
14 cluding common planning time for such
15 purpose;

16 “(vii) effectively involving parents and
17 families of students with disabilities in co-
18 teaching program development, implemen-
19 tation, and evaluation;

20 “(viii) jointly developing and planning
21 a student’s IEP and overall classroom cur-
22 riculum for co-teaching instruction;

23 “(ix) implementing strategies in a
24 class that uses co-teaching for improving
25 student learning gains on required State

1 assessments, including alternate assess-
 2 ments;

3 “(x) providing constructive feedback
 4 and coaching on a regular basis to improve
 5 instructional and classroom practices; and

6 “(xi) developing clear and tailored in-
 7 structional strategies, plans, procedures,
 8 practices, and assessment tools for remedi-
 9 ation or developmental specialized instruc-
 10 tion designed to meet, in a class that uses
 11 co-teaching, the goals and objectives in a
 12 student’s IEP.

13 “(4) APPLICATION.—An eligible entity that de-
 14 sires a grant under this subsection shall submit to
 15 the Secretary an application at such time, in such
 16 manner, and accompanied by such information as
 17 the Secretary may require.

18 “(5) EVALUATION.—Each program receiving a
 19 grant under this subsection shall report on the effec-
 20 tiveness of the professional development being pro-
 21 vided based on not less than the following criteria:

22 “(A) Student academic learning gains.

23 “(B) Teacher retention.

24 “(C) Meeting IEP goals and objectives.

1 “(D) The increase in the amount of time
2 spent by students with disabilities on general
3 education curriculum in a general education
4 setting.

5 “(E) Student behavior.

6 “(F) Evaluation of school professionals.

7 “(G) Parent, family, and community in-
8 volvement.

9 “(H) The support and commitment of
10 principals and administrators.

11 “(I) Teacher satisfaction.”.

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